DOCUMENT RESUME

ED 447 594 EA 030 753

TITLE	Education Management Profile: People's Republic of China.
INSTITUTION	United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.
PUB DATE	1998-00-00
NOTE	22p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adult Education; *Demography; *Educational Administration; *Educational Change; Elementary Secondary Education; *Enrollment; *Equal Education; Foreign Countries; Public Schools; Special Classes
IDENTIFIERS	*China

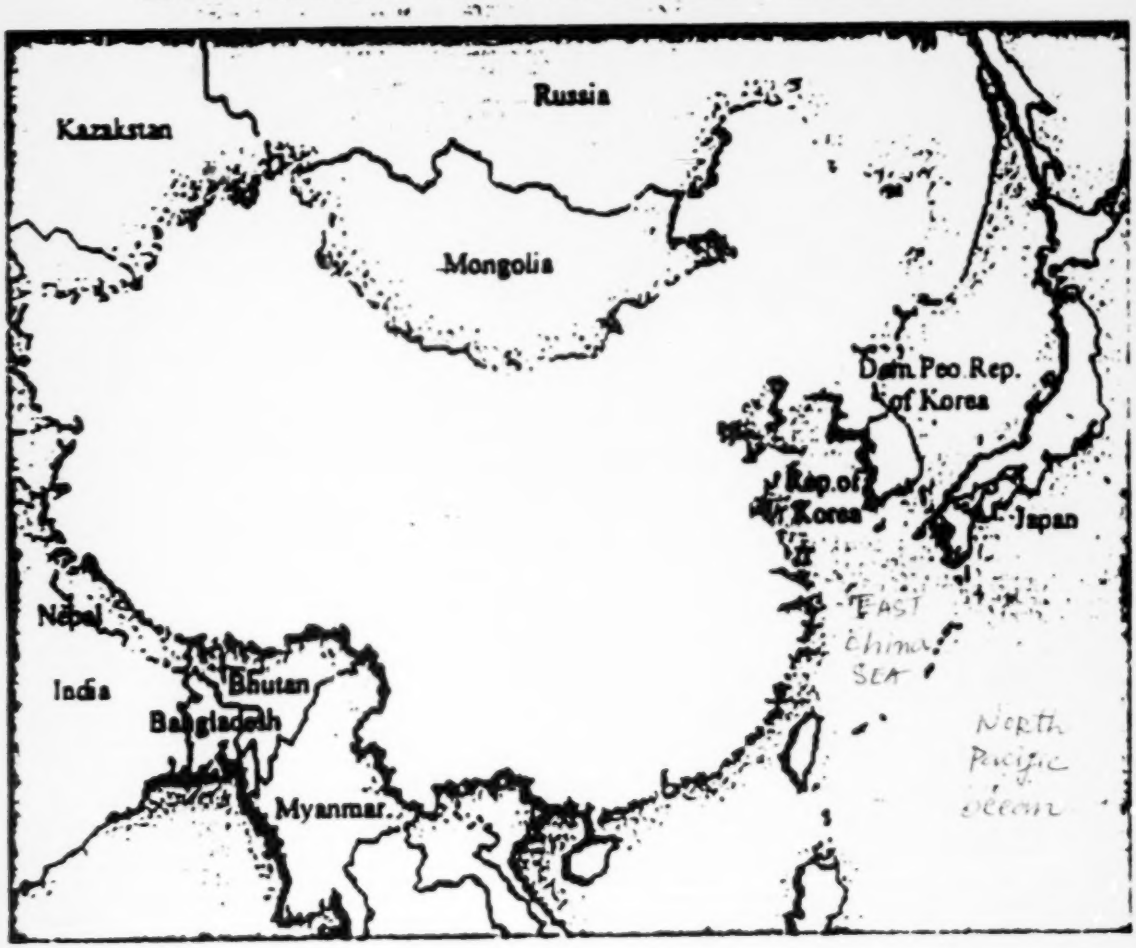
ABSTRACT

This education management profile of the People's Republic of China contains the following: basic information about the country, key educational indicators, brief comments about the country, a description of the education system, the management of education, access to education and school enrollment, problems and challenges, educational reform in China, directions toward reform, and key educational statistics and basic data. (Contains 10 references.) (DFR)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 447 594

EDUCATION MANAGEMENT PROFILE



People's Republic of China

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
C. Villanueva
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
2B

EA030753

UNESCO PRINCIPAL REGIONAL OFFICE
FOR ASIA AND THE PACIFIC
BANGKOK, 1998

BEST COPY AVAILABLE

Contents

Page

Basic Information 1

Key Educational Indicators 1

The Country in Brief 1

The Current Education System 2

Educational Administration and Management 5

Access to Education and School Enrollment 7

Education for Minorities and Special Education 9

Nonformal Education 10

The Education Reform 10

Problems and Challenges 13

Future Directions and Trends 13

Selected Educational Indicators 14

- Table 1. Summary of the Number of Institutions, Teachers and Students 14
- Chart 1: Enrollment and Promotion Rates for Basic Education 14
- Chart 2: Number of Students at Each Level (1997) 14
- Chart 3: Number of Educational Institutions at Each Level (1997) 15
- Chart 4: Proportion of Male and Female Teachers (1997) 15
- Chart 5: Proportion of Male and Female Students (1997) 15
- Chart 6: Qualifications of Teachers in Basic Education (1997) 16
- Chart 7: Proportion of Qualifications of Instructors at the Tertiary Level (1997) 16
- Chart 8: Proportion of Public Expenditure on Education (1994) 16
- Chart 9: Sources and Proportion of Education Budget (1995) 17
- Chart 10: Proportion of Students at Each Level (1997) 17

PEOPLE'S REPUBLIC OF CHINA

Basic Information

Name of the Country:	The People's Republic of China
Total area :	9,596,961 sq.km.
Population:	1,300 million
GNP per head:	US$738 (1998)
Capital:	Beijing
Language:	Mandarin (official), Yue, Wu, Hakka, Xiang, Gan, Minbei, Minnan
Main religions:	Atheism; Confucianism, Buddhism; Taoism; Islam, Christianity
Ethnic groups:	Han Chinese: 92%; Tibetan, Mongol, Korean, Manchu & others: 8%
Currency:	yuan (as of May 1998, yuan 8.28 = US$1)
Population growth:	1.7%
Infant mortality rate:	3.8% (1995)
Life expectancy at birth:	70; male: 68 years; female: 71 years (1996)

Key Educational Indicators

Years of compulsory education:	9 years, from age 6 (7) to 14 (15)
Primary school (gross) enrollment:	108.7
Secondary school (gross) enrollment:	67
Tertiary education (gross) enrollment:	4.1 (1995)
Adult literacy rate:	83.5% (1995)
Adult illiteracy (15 years and above):	166.17 million
Overall illiteracy rate:	18.5%; male: 10.1%; female: 27.3%
Expenditure in education:	187.79 billion yuan (1995); as of GNP: 2.62% (1994)

The Country in Brief

China occupies most of the habitable mainland of East Asia. The country borders Mongolia on the north, Russia on the northeast and northwest, Afghanistan, Pakistan, Tajikistan, and Kazakhstan on the west, India, Nepal, Bhutan, Myanmar, Laos, and Vietnam to the south, and North Korea to the northeast.

The country is the most populous in the world with the total population reaching 1.3 billion. Two-thirds of the total area is mountainous and about 10% of the land is cultivated. In the west of the country there are plateaus and mountains, in the middle there are low mountains and hills and the eastern coastal areas are mostly flat. Currently, the

People's Republic of China is ruled by one party – the Chinese Communist Party. The country is divided into 22 provinces, 4 special municipalities and 5 autonomous regions. The Politburo (currently comprising 20 members) of the Chinese Communist Party sets policy and controls all administrative, legal and executive appointments. The Politburo Standing Committee is the real focus of power.

For much of the past 2,000 years, China has been the driving force in Asia. By 200 B.C. China had expanded from its realm in the Yellow River basin into central and southern Asia. China has a long history and boasts the world's oldest continuous civilization. The advance of Chinese technology astonished Marco Polo who arrived in 1275. The prosperity of China declined in the 19th century due to repeated rebellions and wars with the Western trading powers. The Opium War of 1839-1842 led to the loss of Hong Kong Island to Britain.

In early 20th century, rivalries between the ruling Nationalist Kuomintang Party under Chiang Kai-Shek and the emerging Communist Party under Mao Zedong led to the civil war from 1946 to 1949 with the retreat of the Nationalists to Taiwan. Mao established the People's Republic of China and closed the door to the outside world and attempted to stimulate the economy through the "commune system" of collectivization. After Mao's death in 1976, he was replaced by Deng Xiaoping who re-opened the country to the West.

Since 1980, the Chinese economic system has been transformed from a planned economy to a socialist market economy. China has entered the new stage of constructing socialist modernization and has steadily boosted its national economy at a rapid speed. While the western part of the country is still backward and agriculture is predominant, the eastern part is moving steadily towards industrialization and a market economy. The gap between the east and the west has become increasingly wider. From 1980 through 1990, the average annual growth rate of the gross national product was 8.8% and from 1990 to 1995 the growth rate reached 12%. China is now becoming the world's fastest growing economy. By 2000, the gross national product value per capita will be double that of 1980 while poverty should be fundamentally eliminated.

The Current Education System

The education system in China did not receive much attention until the Third Plenary Session of the Eleventh Central Committee of the Communist Party of China held in 1978. The Party decided to give a higher priority to education. In the Fifth Plenary Session, prompt efforts were made to work out a plan and structure for education that would suit the needs of the economic development of the country. The majority of the faculty and students continued their efforts to liquidate, ideologically and theoretically, the influence of Lin Biao and the "Gang of Four." Educational institutions at all levels were restored, particularly at the higher education level. There was a massive expansion of educational institutions at all levels, with the exception of the middle schools.

Greater efforts were placed on elementary education in rural areas where previously only 60% of rural school-age children completed 5-year primary education. By 1980, there were 917,300 primary schools with a total of 146.27 million students and a faculty of 6.05 million. There were 118,400 ordinary middle schools, with a total of 55 million students, 3.7 million less than in 1979. However, the number of vocational and agricultural schools had increased by 93.1%. In 1980 alone, more than 307 thousand students were enrolled in vocational and agricultural schools. In this year, the total number of vocational schools had reached 3,314 and the number of students reached 456.6 hundred thousand. At the secondary level, there were 3,069 specialized schools accommodating 1.24 million students. At the tertiary level, there were 675 higher institutions, with a total of 1.14 million university students, a 12.1% increase over the number in 1979.

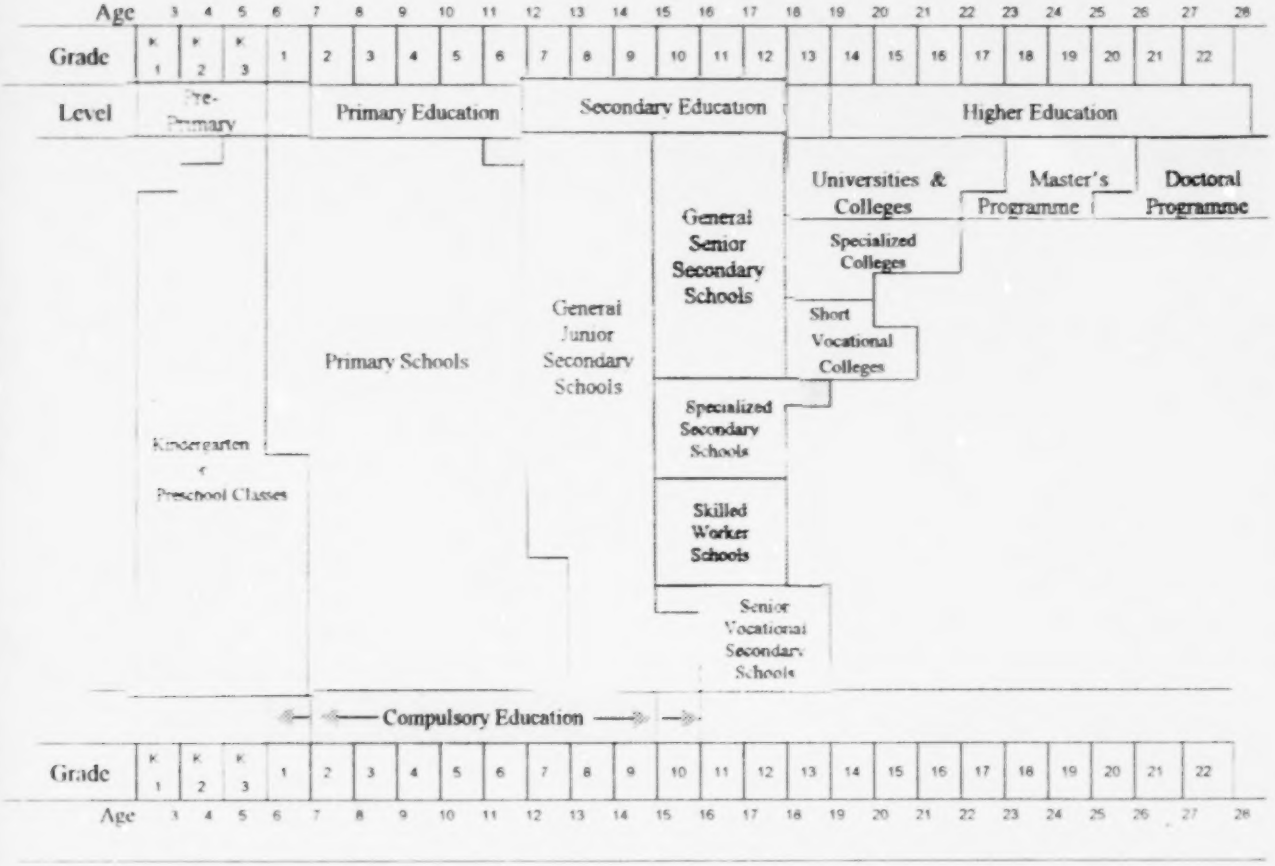
Although the law of compulsory education was promulgated in 1986, China had already adopted the education policy of "nine years compulsory schooling" since 1978. The basic education in China encompasses preschool education, primary and general secondary education. Preschool education lasts for three years. There are three school systems co-existing in primary and lower secondary education: the "6+3" system, the "5+4" system and the "9-year through" system, with the "6+3" system predominating in most areas. Children start school at the age of six or seven years, and enter lower secondary education at the age of twelve or thirteen.

The school year of primary schools comprises 38 weeks of teaching, while the junior secondary and senior secondary schools last 39 and 40 weeks respectively. Each school year for primary and secondary schools is divided into terms, each of about 19-20 weeks. Previously, primary and secondary school students had to study five and a half days a week. Since the 1995-96 school year, a five-day week has been implemented for the whole country.

The length of primary schooling is 5 or 6 years, with the former accounting for 35% and the latter 65% of the total enrollment. Secondary education, as part of basic education, is divided into junior and senior secondary education. At the junior secondary level more than 98% of the schools provide 3-year education, and a small number of schools provide 4-year education. There are also schools that provide 9 years of primary and lower secondary education. Senior secondary education lasts 3 years. For secondary specialized schools, there are two different cases. For schools that enroll junior secondary school graduates, the length of schooling is four years for most schools, and three years for some. For schools that enroll senior secondary school graduates, the length of schooling is usually 3 years, and for senior secondary vocational schools, the length is 2 or 3 years with 4 years in a few cases. At the higher education level, studying for a baccalaureate degree normally requires 4 or 5 years of study, and 7-8 years for medical universities. For a master's degree, an additional length of 3 years is required, and another 3 years for most doctoral programmes.

In 1986, the government promulgated a 9-year compulsory education law. Since then, greater efforts have been exerted to universalize compulsory education. The special funds to be used for the improvement of school conditions for compulsory education in poor areas is about 10 billion yuan, 3.9 million of which is from the central government, while the rest is from local government.

Education System in China



There are several types of vocational and technical schools in China. These schools offer vocational programmes at various levels. Vocational education consists of the following institutions: (1) higher vocational schools, including polytechnics and vocational colleges; (2) secondary technical schools; (3) schools for training skilled workers; (4) vocational middle schools; (5) vocational training centres; and (6) technical training schools for adults and community training institutes. There are three levels of vocational schools: elementary, secondary and higher which are mutually linked. At the higher

BEST COPY AVAILABLE

vocational education levels, there are two kinds of schools: one providing a 2 to 3 year-programme for high school graduates and another providing a 5-year programme for middle school graduates.

Higher education in China refers to tertiary level education which provides short-cycle courses, undergraduate courses, and graduate programmes. The short-cycle courses usually last 2 to 3 years. An undergraduate programme mostly requires 4 years of study, while master's degree and doctoral degree programmes normally require 2-3 years and 3 years of study respectively. Prior to the adoption of the policy to open up the country to the world in 1978, higher education in China, especially at the postgraduate level, had developed slowly. The new policy led to revisions in the development of science, technology and education. From then on, higher education has progressed steadily.

Adult education is composed of literacy education, equivalency programmes in primary, secondary and technical education, in-service training, social and cultural enrichment, and specialized certificate education. The organizations responsible for providing nonformal education are: the ministries and commissions of the State Council, education authorities of local governments, factories and enterprises, social bodies and organizations, academic associations, collective economic organizations and individual citizens.

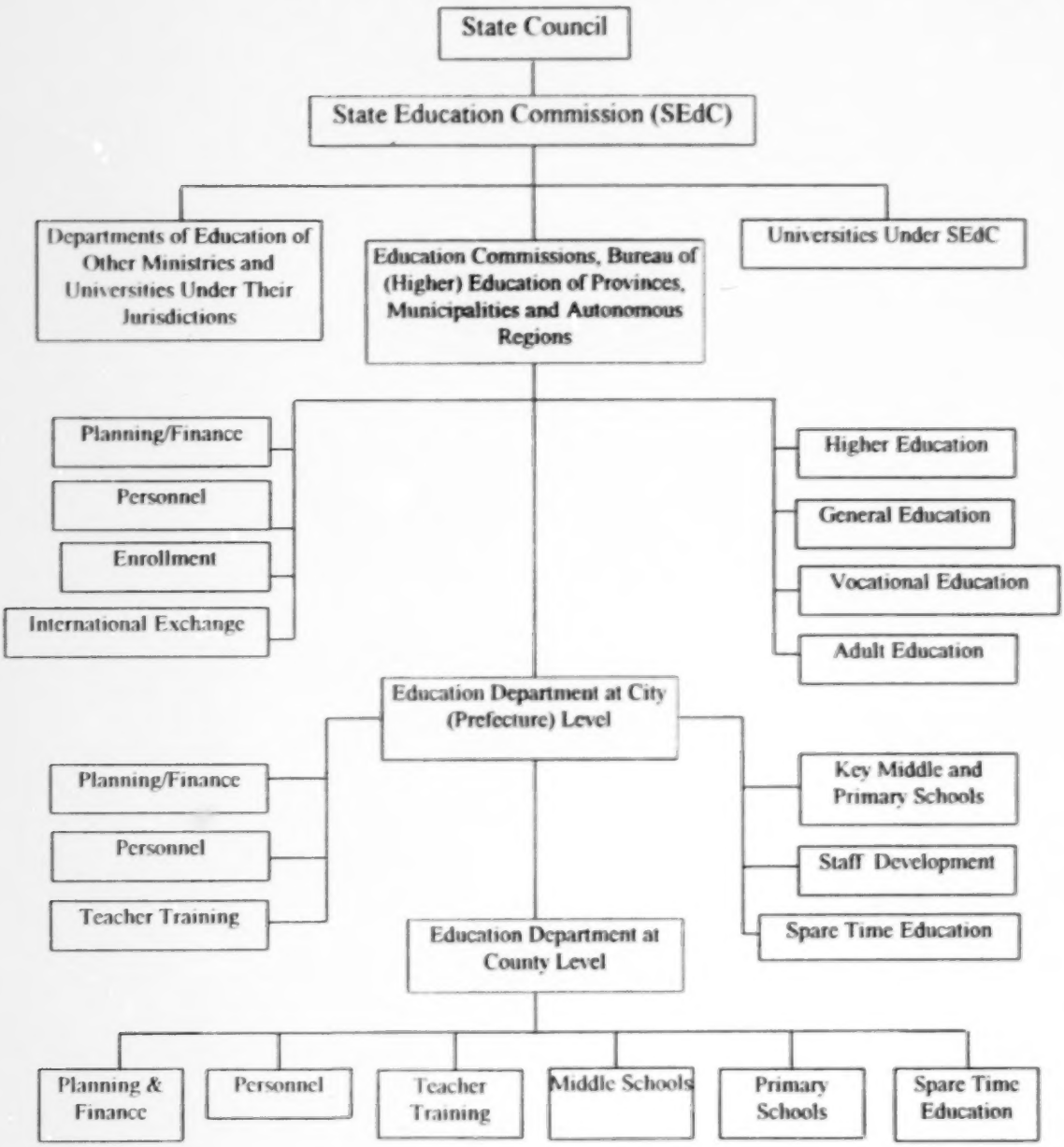
Educational Administration and Management

The education system in China is run by the Government with the support of various agencies. The State Education Commission (SEdC) is the highest administrative organ in charge of education. The administrative organs for education are established at four levels: the central government, the provinces (also including autonomous regions and municipalities), prefectures, and counties. In 1997, the State Education Commission was staffed with 748 administrative personnel. There are 18 departments in the State Education Commission which are responsible for various types and areas of education.

At the central government level, the State Education Commission is in charge of: enforcing the laws and decrees promulgated by the state; carrying out the educational principles and guidelines; formulating specific policies; drawing up overall plans for development; co-ordinating the efforts of various government departments in education, and drawing up a general scheme for education reform in China. The Commission is also a Secretariat for the Chinese National Commission for UNESCO.

At the provincial, prefecture and county levels, there are local governments responsible for the management and administration of education. At present, local governments are in charge of primary education, and the central and provincial governments are responsible for running institutions of higher education. Vocational and adult education are organized by several sectional departments, enterprises, institutions and other sectors of the society.

China's Educational Administration Structure



The administrative departments of education under the people's governments at or above the county level are in charge of the educational work in their respective administrative regions. Other administrative departments are responsible for the relevant educational activities within their jurisdiction. In sum, the State Education Commission

BEST COPY AVAILABLE

provides broad guidance for the administration of education while the day-to-day administration and management of basic education is the responsibility of local governments at various levels.

The state and local governments at all levels have departments of education to take charge of administration. Education at the secondary school level or lower is administered by the local people's governments under the leadership of the State Council. Higher education is administered by the State Council and the people's governments of the provinces, autonomous regions and municipalities directly under the Central Government.

Since 1978, the investment in education has been increasing gradually with a considerable amount coming from the Government. In 1994, for instance, the total educational expenditures reached 148.88 billion yuan, of which 78.91% came from governmental resources. In 1995, the total expenditure on education was 187.79 billion yuan. Of this, 102.84 billion was allocated from the state budget, 18.91 billion was from taxes and fees for education levied by governments at all levels, 10.49 billion from enterprises, 7.63 billion from school-run enterprises and social services, 2.04 billion from social groups and individual citizens, 16.28 billion from donations and collections, and 20.12 billion from tuition and miscellaneous fees.

Access to Education and School Enrollment

In spite of the immense size of the country and the large population, the People's Republic of China has successfully provided access to education for the people, especially at the compulsory education level. The Chinese government has placed greater emphasis on compulsory education in rural and remote areas, and among young girls. In fact, most of the schools are located in rural areas. In 1997, up to 95.1% of primary schools, 87.3% of junior secondary schools, and 71.5% of senior secondary schools were located in rural areas. This has made education increasingly accessible for a large portion of the population.

Preschool education

The Government encourages various organizations to operate preschool education. Kindergartens are run by several agencies, such as local government, enterprises, institutions and social organizations, as well as individuals. The expansion of kindergarten education has progressed steadily. By 1996, over 41.3% of children 3-5 years old were enrolled in kindergartens or preschool classes. Preschool education is spreading into rural areas rapidly. Many rural schools have one-year preschool classes in their schools. There are 67 normal schools devoted to preschool teacher training nationwide in addition to the preschool departments attached to vocational high schools that provide training for preschool teachers.

Currently, there are 182,485 kindergartens or preschool classes nationwide accommodating more than 25.19 million children. Of this figure, 53.42% are male and 46.58% are female. More than 1.17 million preschool teachers are playing a key role in the education of the young population of the nation. Most preschool teachers are female, accounting for 94.57%, while male teachers account for only 5.43%.

Primary Education

Since the promulgation of a 9-year "Compulsory Education Law of the People's Republic of China" in 1986, great efforts have been exerted to make primary education universally available in most parts of the country. The current data show that there are more than 139.9 million students enrolled in 628,840 primary schools all over the country. Male students slightly outnumber female students, as they account for 52.37% while the latter account for 47.63%. The net enrollment rate of primary school-age children in 1996 reached 98.81%, and the transition rate from primary to junior secondary education reached 92.6%.

Secondary Education

Secondary education is regarded as a part of basic education. Secondary education is broken down into junior and senior secondary education. The current data show that there are 64,762 junior secondary schools, with a total enrollment of 51.68 million students. There are an additional 1,534 lower secondary vocational schools with a total enrollment of 775,200 students. The gross enrollment rate in junior secondary education is about 82.4% and the transition rate of junior secondary school graduates into various types of senior secondary education has reached 49.86%.

At the senior secondary education level, there are 13,880 schools, with a total enrollment of 8.5 million students. At the secondary level, female students account for 45.46% while their male counterparts account for 54.54%.

Vocational/Technical Schools

Vocational education in China refers to the education provided by the regular secondary vocational and higher vocational schools, and the skills training for adults and workers provided by training institutions. At the secondary level, vocational schools fall into three major categories: secondary technical schools, vocational senior middle schools and schools for skilled workers. The secondary technical school is a vocational education mode derived from the ex-Soviet Union. Most of these schools offer a 3 to 4-year programme for middle schools and some offer a 2-year programme for high school graduates.

By 1997, there were 18,585 various vocational and technical schools at different levels, 2,000 vocational training centres, and 40,000 workers' training centres. These institutions accommodate more than 11.7 million students. In the vocational and technical schools, the proportion of males and females is comparable, as male students constitute 51.47% and female students 48.53%.

Higher Education

Most higher education institutes in China are set up as specialized institutions, a large number of them focusing on the areas of science and technology. Currently, there are 1,070 higher education institutions enrolling more than 3.17 million students, 63.57% of which are male and 36.43% female. In recent years, there has been a rapid development of school enterprises focusing on hi-tech industrialization with some of their products being exported to international markets.

The Chinese government is now focusing its effort on a "211 Project," a project for the construction of 100 universities with different disciplines and specialties so as to reach the world's advanced level in teaching quality and scientific research. By the year 2000, it is expected that the enrollment in universities and colleges will reach 6.3 million. In 1996, post graduate students in schools accounted for 162,300. By the year 2000, the number of graduate students is expected to reach 200,000. So far more than 346,000 and 26,700 graduates have completed master's degrees and doctoral degrees respectively from universities in China.

Education for Minorities and Special Education

China is a unified multi-ethnic nation with 55 minorities. The population of the minorities is about 108.5 million, accounting for 8.98% of the nation's total population. During the past four decades, minority peoples have increasingly had access to education. In 1995, in the minority areas there were 103,000 primary schools, 12,000 middle schools and 101 institutions of higher education, with minority student enrollment in various types of general schools at all levels reaching 15.85 million. The Government has adopted several specific measures for minorities people such as: establishing boarding schools; conducting special or preparatory classes for minority students; translating teaching materials into minority languages; applying bilingual teaching in minority schools; establishing minority normal schools; setting up colleges for nationalities; and conducting education co-operation programmes.

As for special education, this area of education did not get much attention from the Government until the late 1970s when the open-door policy was adopted. Since then more schools and facilities for the disabled have been gradually constructed. According to a survey in 1996, there were 1,426 schools for blind, deaf and mentally handicapped students, with a total enrollment of 321,100 students. Besides these schools for disabled students, there are also 5,441 special classes for blind, deaf and mentally handicapped

children attached to the regular primary schools. At the same time, general primary schools enroll children with minor problems in sight, hearing and speaking and mental growth to study with ordinary children. There are 1,700 recovery centres for children with hearing disabilities, in which 70 thousand children have been trained. Currently, more than half of school-age handicapped children have access to education.

Nonformal Education

Nonformal education in the People's Republic of China is basically organized in the form of adult education. In 1949, the "Common Guiding Principles" formulated by the First Session of the Chinese People's Political Consultative Conference stressed "in-service training and spare-time education for working people." In order to tackle the serious situation of a high number of illiterate people accounting for 80% of the total population, adult education became a major apparatus to combat illiteracy. During the Cultural Revolution from 1966 to 1976, developments in the area of adult education had to cease totally because of the internal disturbances. After the Cultural Revolution, adult education was restored and increasingly became a main component of the country's education system. In 1995, the National People's Congress enacted the Education Law of the People's Republic of China which stated the importance of adult education and called for steady establishment and improvement of life-time education and development of adult education.

The main target groups of nonformal education in China are adults who participate in literacy and equivalency programmes at various levels, and in-service and skills training programmes. Adult education in China focuses on in-service training and continuing education with a combination of learning and practice based on the needs and experience of the learners. In 1995, there were 393,470 learners in literacy classes, 680,650 in adult primary schools, and 6,112,460 in technical training schools for adults.

The Education Reform

The Chinese government has persistently regarded science, technology, and education as the foundation for the modernization of the country. The current education system in China has undergone a series of reforms since 1985. Several measures for the reforms have been implemented, including the law on compulsory education in 1986. InFebruary 1993, the Chinese government issued the guidelines for reform and development, which put forward the strategic objectives, guiding principles and important policy measures for the decade of the 1990s and the early part of the next century.

The general objectives of education reform in China are:

1) to stimulate the enthusiasm of all sectors of society in education provision;
2) to explore effective approaches for education development adapted to the actual conditions of China;
3) to enhance education quality and efficiency of school operations; and
4) to gradually formulate a socialist education system adapted to the socialist market economy, political system, system of science and technology and the characteristics of modern education.

In June 1994, the Central Committee of the Communist Party of China and the State Council convened the National Conference on Education and formulated the opinions of the State Council on implementation of the guidelines for reform and development of education in China oriented towards the 1990s and the 21st century. The most essential factor in reform and development of education in China is the guarantee of basic conditions, especially the expansion of financial input in education and enhancing the welfare of teachers. In March 1996, the Chinese government approved the ninth Five-Year Plan for educational development and the long-range development programme toward the year 2010.

The reform of the education system has been an on-going process and covered several areas, including both structural and teaching reforms. The reform of the operational system has altered the previous government monopoly, and established a new system in which the Government plays the main role supplemented by the participation of all sectors of the society. The reform of management has changed the function of the central government from direct control to macro-level control through laws, plans and budget allocation. Local authorities are given responsibilities for secondary education and below under the guidance of the policies of the central government. Higher education is managed by the central and provincial governments with the latter bearing the main responsibility for execution.

The reform of the recruitment and graduate employment systems has replaced the long-term practice in which the Government was responsible for tuition fees and jobs through a personal payment system. Special or financial assistance scholarships and loans are offered to students. Other basic features of the education reform include: the reform of education provision; reform of enrollment, fee collection and placement of graduates; reform of fund-raising; reform of the mechanisms for internal management of schools; and reform of the curricula.

The Outcomes of the Reform

Since the introduction of the education reform, there have been several changes and improvements in the education system. In the area of basic education, there has been a change of the concept of basic education to aim at the improvement of the quality of all citizens and the quality of students in terms of moral character, culture and science, labour skills, health and psychology. The structure of the curriculum has been adjusted to make it flexible and adaptable. The curriculum for senior secondary education has changed from an emphasis on compulsory subjects only to a three-part structure, comprising compulsory subjects, required optional subjects, and free optional subjects. There has been a revision of the teaching content and methodologies, and improvements in the development of teaching materials.

In the area of vocational education, there has been a clear policy concerning the responsibility of Government, enterprises, public organizations and individual citizens to sponsor vocational education. The division of responsibilities has been made clear among various departments responsible for vocational education. A number of demonstration vocational schools have been set up, and job-assignment systems for vocational education have been introduced, resulting in greater responsiveness to the needs of the market economy. By the end of 1995, the enrollment in secondary vocational schools accounted for 57% of the total enrollment of all upper secondary schools. This proportion is expected to increase to 60% by 2000.

With regard to higher education, there has been a change in the system of overall planning. By the end of 1995, almost 300 higher education institutions had become jointly-run institutions, and some have been merged to improve the quality and efficiency of education. There has been a reform of the enrollment and fee-paying systems for institutions of higher learning. The "211 Project" was initiated to construct new universities offering a world-class quality of education.

Concerning adult education, the People's Republic of China has made significant progress in adult education during the past few years. For instance, more than 25 million illiterates have become literate during the Eighth Five-Year Plan (1991-1995). About 170 million workers have gone through "on-the-job" training, and 31.57% of the enterprises had all their staff and workers involved in the training. In 1995, the number of participants in learning programmes, on-the-job training, and continuing education programmes were 38.7, 32.1, and 1.8 million respectively. A network of rural adult education at the county, township and village levels has been formed. During the Eighth Five-Year Plan, up to 265 million peasants had participated in training programmes. The quality and efficiency of secondary and tertiary education have improved. By the end of 1995, there were 1,156 institutions of higher learning for adults, and 829 ordinary institutions of higher learning providing correspondence or evening courses for 2.57 million adults. In addition, non-governmental organizations have increased their role in sponsoring educational institutions.

Problems and Challenges

Since the new policy of opening up the country to the world, the education system of the People's Republic of China has evolved through several stages of change. In spite of the size of the country, the massive population and the short period of recent development, the Chinese education system has achieved considerable progress. However, when compared to its neighbour countries in East Asia, the education system is still comparatively backwards and will face major challenges in the forthcoming 21st century. The first major challenge deals with the ability of the education system to respond to the goal of economic development and requirements for the structural reform of the economy. Achieving this goal depends heavily on the education system to reinforce and improve the quality of the country's labour. The second major challenge is whether the education system will be able to generate workers capable of adapting to rapid scientific and technological development. The third challenge rests with the requirements for promoting economic development and material civilization, while at the same time promoting social progress and construction of the Chinese model of socialism. To meet these challenges, the Chinese education system has to further reform itself to achieve progress in development.

Future Directions and Trends

Although the education system in China has progressed steadily, it also encounters the contradiction: a) between economic development and population constraints, b) between equity and effectiveness, c) between inadequacy of educational investment and rapid development of education. Inadequate educational investment results in poor conditions for schools as a whole. The overall quality of teachers needs to be improved. To keep up with the pace of the rapidly changing world, the education system has to adjust to the country's needs and the prospects of the 21st century. According to the vision of the education system in China, it is foreseen that by the end of the century, the educational attainment of the citizens will be extensively expanded. Pre-service and in-service education for the work force in rural and urban areas will develop greatly, and the number of all types of specialized personnel will primarily meet the needs of the drive to modernization and constitute a fundamental framework oriented towards the 21st century.

To fulfill the vision in education, the Government will have to continue in-depth reforms of various aspects of the education structure so as to gradually build up a structure with appropriate operational mechanisms adapted to the needs of a market economy, a modern political structure, and the management of science and technology.

Selected Educational Indicators

Table 1. Summary of Number of Institutions, Teachers and Students.

Level of Education	Institutions	Teachers	Students
Pre-primary	182,485	1,172,900	25,189,600
Primary	628,840	6,436,300	139,953,700
Junior secondary	64,762.	4,540,900	51,677,900
Senior secondary	13,880		8,500,700
Vocational/technical	18,585	1,330,500	11,704,000
Tertiary education	1,070	1,031,500	3,173,800
Special Education	1,440	43,300	340,600

Chart 1. **Enrollment and Promotion Rates of Basic Education**

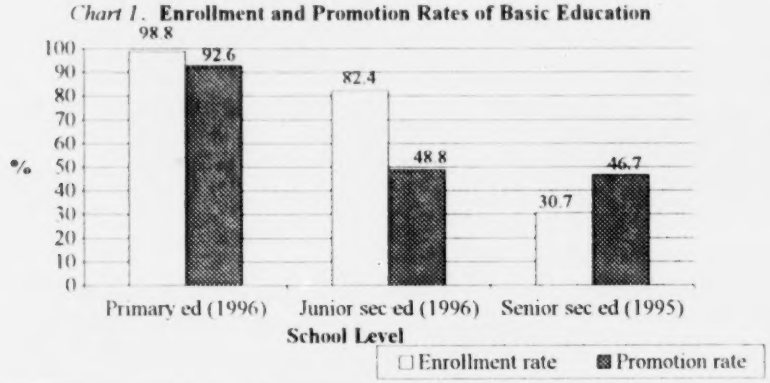
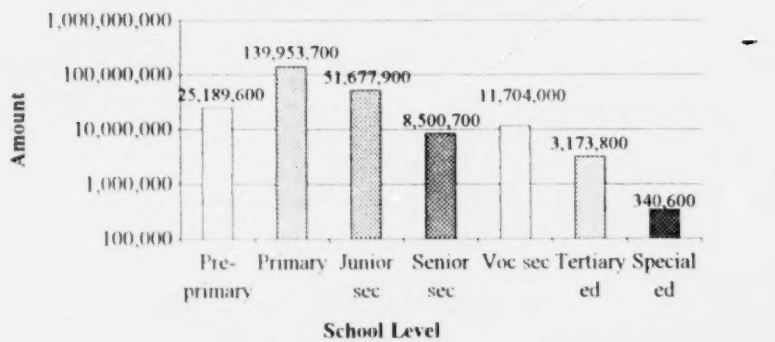


Chart 2. **Number of Students at Each Level (1997)**



17

Chart 3. **Number of Educational Institutions at Each Level (1997)**

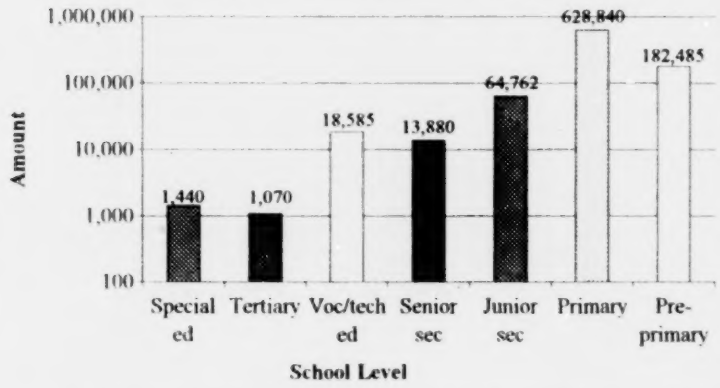


Chart 4. **Proportion of Male and Female Teachers (1997)**

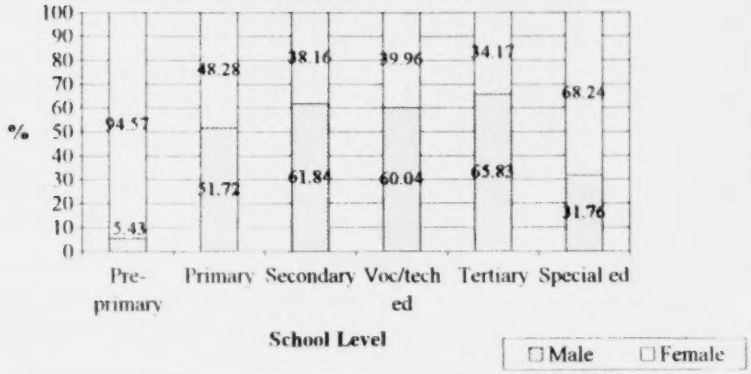
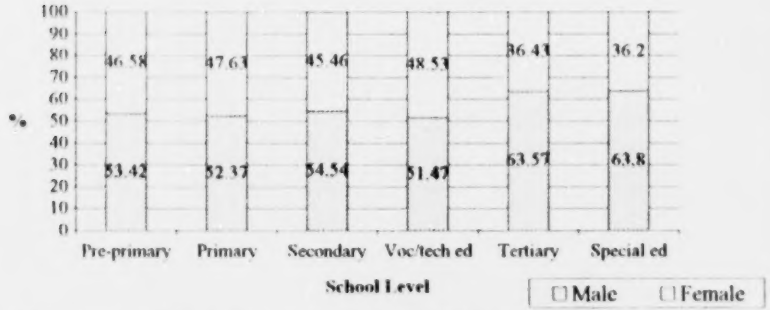


Chart 5. **Proportion of Male and Female Students (1997)**



There are less female than male students at all levels of education.

BEST COPY AVAILABLE

Chart 6. **Qualifications of Teachers in Basic Education (1997)**

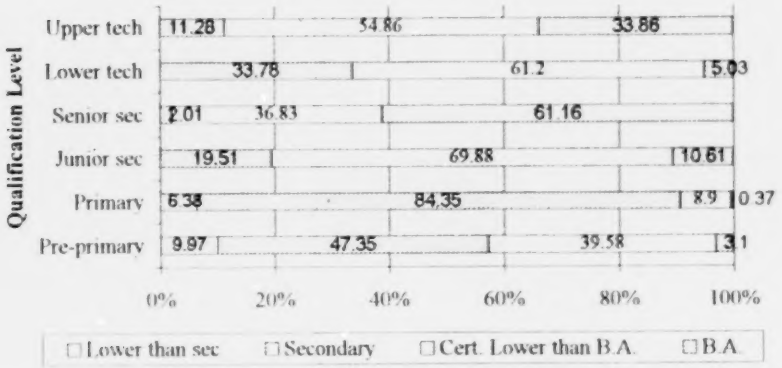


Chart 6 illustrates the qualifications of teachers at each level, excluding tertiary level.

Chart 7. **Proportion of Qualifications of Instructors at the Tertiary Level (1997).**

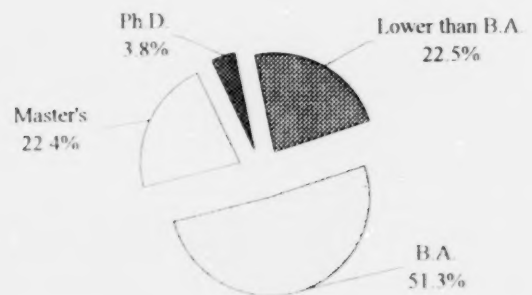
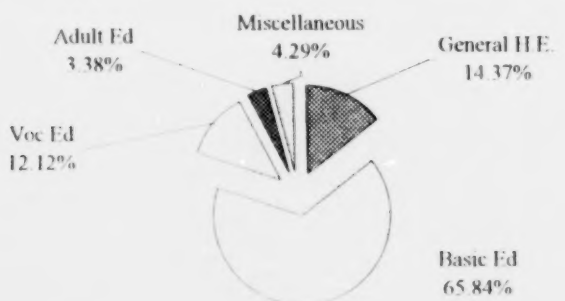


Chart 8. **Proportion of Public Expenditure on Education by Level (1994)**



BEST COPY AVAILABLE

Chart 9. **Sources and Proportion of Education Budget (1995)**

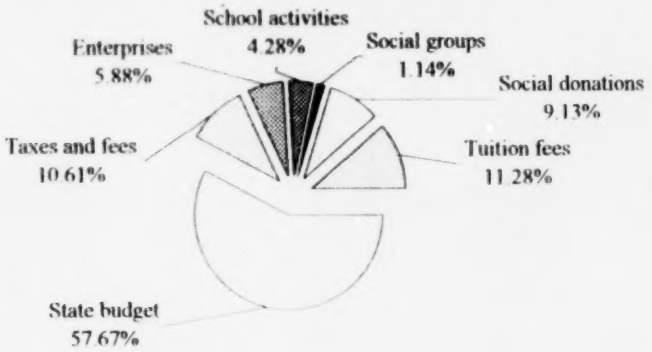
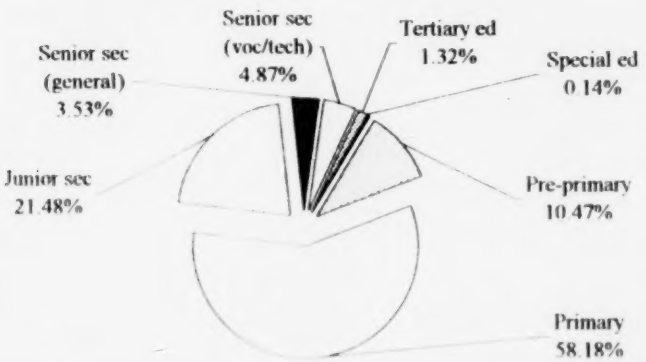


Chart 10. **Proportion of Students at Each Level (1997)**



References

National Center for Education Development Research. (1997). Regional Study of Trends, Issues and Policies in Education. Final Report of Country Case Study: the People's Republic of China. RETA No. 5722

UNESCO PROAP. (1997). Sub-Regional Workshop on Continuing Education for Development for East-Asia. Jilin Province, People's Republic of China 25 August – 2 September 1997. Draft Final Report.

UNESCO. (1998). World Education Report: Teachers and Teaching in a Changing World. Paris: UNESCO Publishing.

Department of Foreign Affairs of the State, Education Commission of the P.R.C. (1997). General Survey of Education in China. Beijing: Beijing Normal University Press.

Ministry of Education. (1981). Education in China. Beijing: Ministry of Education.

State Education Commission People's Republic of China. (1996). The Development and Reform of Education in China 1995-1996. International Conference on Education 45th Session, Geneva, 1996. Beijing: Ministry of Education.

State Education Commission People's Republic of China. (1996). The Development and Reform of Education in China 1991-1992. International Conference on Education 43rd Session, Geneva, 1992. Beijing: Ministry of Education.

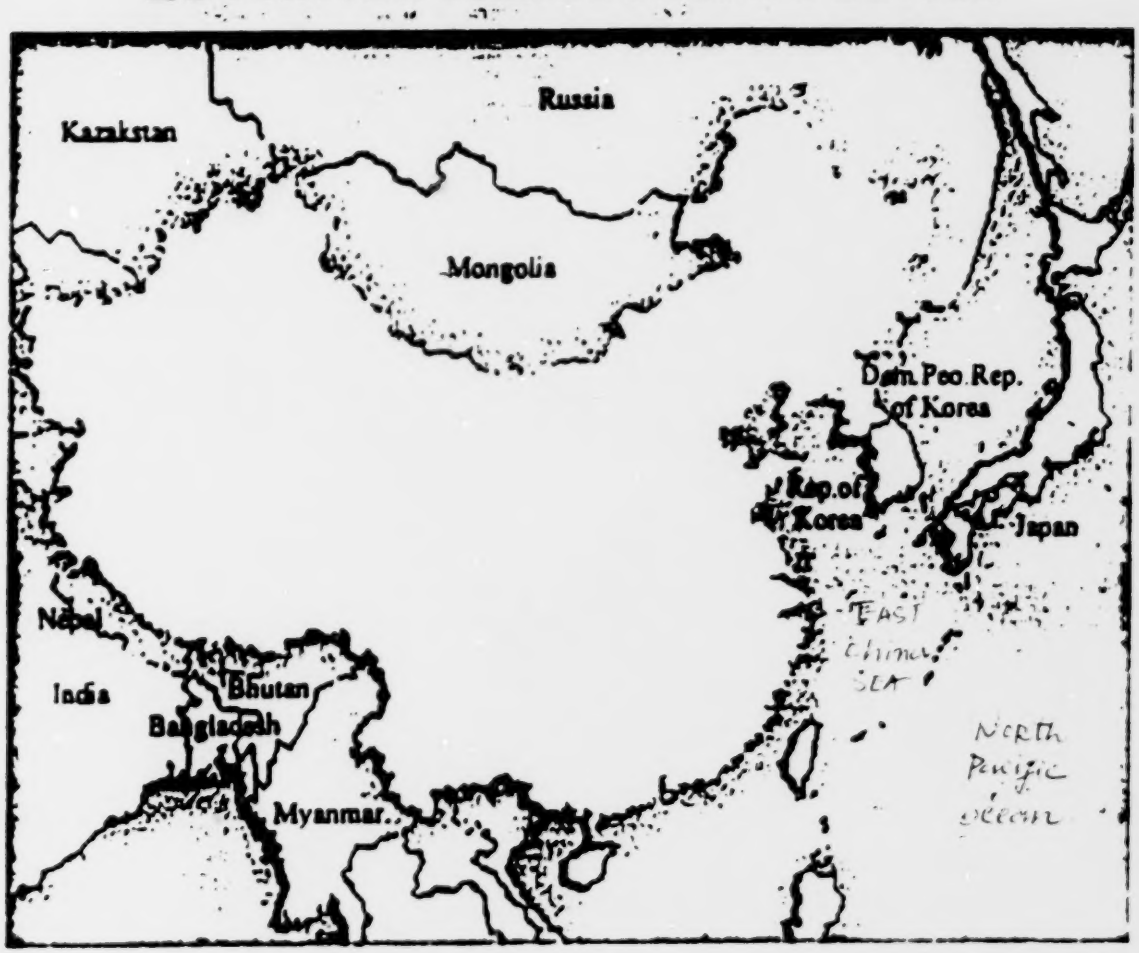
Department of Planning & Construction, State Education Commission. (1997). Essential Statistics on Education in China. Beijing: State Education Commission.

Economic Intelligence Unit. (1998). IEU Country Report 1st Quarter 1998. London: United Kingdom.

China News and Report. (1996). China Gears Education to the 21st Century: True Threat Comes from Those Trumpeting 'China's Threat.' (No.23 December 1, 1996).

(Data are also from the response to UNESCO's questionnaire of the National Commission of the People's Republic of China for UNESCO on April 30, 1998.)

EDUCATION MANAGEMENT PROFILE



BEST COPY AVAILABLE